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ABSTRACT

Puente Projects are currently operating at 10 community colleges in California to increase retention, general education requirements completion, and transfer among Hispanic community college students. Puente integrates the skills of an English teacher, a Hispanic counselor, and Hispanic professionals acting as mentors to promote academic achievement, self-confidence, and student motivation. A study was conducted at Evergreen Valley College (EVC) to determine the success rate of Puente students for the years 1983-84, 1984-85, and 1985-86; and to compare the achievement levels of Puente students enrolled in the entry level English 330 courses with those of other Hispanic students who began in English 330 during the same semester. The 3-year comparative study of 115 Puente students and 273 Hispanic counterparts yielded the following findings: (1) 89% of the Puente students completed English 330 compared to 46% of the other Hispanic students; (2) 70% of the Puente students completed English 1A, compared to 8% of the other Hispanic students; (3) Puente students completed English 1B at a rate 14 times higher than their counterparts; (4) Puente students were three times as likely to remain enrolled at EVC (53% vs. 17%); (5) all 21 of the Hispanic students who began English 330 in fall 1983 and 1984 and who had received or applied for an associate degree by fall 1985 were enrolled in the Puente Project; and (6) all 14 of the students from the original group who transferred to a four-year college were Puente students. The study report includes information on the goals and methods of the Puente Project, along with 25 tables detailing comparative findings. Appendixes include a list of Puente projects statewide, a fact sheet on the mentor role, a list of EVC mentors, a list of advisory board members, and an outline of course criteria. (Author/LAL)

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A STUDY OF THE PUENTE PROJECT 1983 - 1986

Evergreen Valley College

3095 Yerba Buena Road, San Jose, Ca. 95135

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San Jose/ Evergreen Community College District

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ABSTRACT

A Study of the Puente Project: 1983-1986
Evergreen Valley College

The purpose of this study was two-fold: 1) To determine the success rate of Puente students for the academic years 1983-84, 1984-85, and 1985-86; 2) To compare the achievement levels of Puente students with those of other Hispanic students (Non-Puente) who began in English 330 courses during the same semester. Based on the selected criteria for determining the achievement levels of both groups, the study demonstrated a significantly higher level of achievement among Puente students as compared to their Hispanic counterparts (Non-Puente).

The three-year comparative study between 115 Puente students and 273 Hispanic counterparts revealed several significant facts.

1) Puente students were almost twice as likely to complete English 330 than other Hispanic students enrolled in English 330 (89% : 46%).
2) Puente students completed English 1A at a rate nine times higher than their counterparts (70% : 8%).
3) Puente students completed English 1B at a rate 14 times greater than their counterparts (14% : 1%).
4) Puente students were three times as likely to remain enrolled in Evergreen Valley College (53% : 17%).

Acknowledgements

The Puente staff would especially like to thank Dr. Evangela Vanacore, Roble Provost, for making this study possible. We'd also like to thank Dr. Gerald Strelitz, EVC President, for his continued support of the Puente Project, and Mr. Barclay Wheeler, English Center Coordinator, for his assistance in the scheduling of Puente classes. Our appreciation to Marlene Bondelie, Admissions and Records, for her assistance and cooperation in compiling our data. Last, but not least, special thanks to our typists Robin, Virginia, and Roger who helped make this report presentable.

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A STUDY OF THE PUENTE PROJECT

1983-1986

EVERGREEN VALLEY COLLEGE

BY: ANGELO ATONDO

MAURO CHAVEZ

RICHARD REGUA

INTRODUCTION

The Puente Project began as a pilot program at Chabot College, Hayward, in 1982. Initially started by Felix Galaviz, Counselor, and Pat McGrath, English Teacher, from Chabot College, Puente Projects are now established at 10 California community colleges: Cerritos College, Chabot College, East Los Angeles College, El Camino College, Evergreen Valley College, Laney College, Ohlone College, Sacramento City College, San Bernardino Valley College, and Santa Ana College (See Appendix A).

In 1983-84, Puente was sponsored by the University of California, Berkeley, Bay Area Writing Project. Since 1985, Puente has been sponsored jointly by the University of California and the California Community Colleges. Administratively, the Puente Project is housed within the Office of the President of the University of California. The University waives all indirect costs for Puente grant proposals.

Goals of the Puente Project

The goals of the Puente Project is (1) to reduce the number of Hispanic students dropping out of community colleges, (2) to increase the number of Hispanic students completing English courses and other general education requirements, and (3) to increase the number transferring to four-year institutions. Puente meets these goals by selecting an English teacher/Hispanic counselor teams (one English teacher and one counselor per program/college) and training them in successful writing and counseling methods based on the cultural values and learning styles of Hispanic students. The teams then begin Puente Projects on their campuses and recruit Hispanic professionals from the community to serve as mentors to these students.

The Puente Model

Puente integrates the skills of an English teacher, a Hispanic counselor, and Hispanic professionals into a team structure which attempts to assist Hispanic students make academic improvements, build self-confidence, and motivate them to achieve educational and career goals. Working together, the counselor, teacher, and mentor provide students with individual, non-traditional counseling; with writing instructions that engenders improvement in all college course work; and with personal contact with Hispanic professionals who serve as role models and mentors.

The student takes two English courses, the first an entry-level writing class (i.e. English 330 at EVC); the second, English 1A, the college transfer-level composition class. The same students remain with the same teacher for the entire two-course sequence. Simultaneously with the Puente course work, the counselor pairs student with mentors selected by the counselor to match the students' career interests. (In the case of EVC, however, a third staff member is primarily responsible for recruiting mentors, matching student with mentors, supervising and evaluating mentor-student outcomes.)

This process of linking classroom learning with community mentors has proven highly successful. Most certainly, students not only gained a greater understanding of "what it takes" to "make it," but students learned that professional success did not mean, as some students asserted, "forgetting who you are." Students developed a greater appreciation and respect for the ability of mentors to effectively bridge two worlds. (See Appendix B for Mentor Name List, Mentor Role)

EVERGREEN VALLEY COLLEGE
PUENTE PROJECT

The Puente Project was launched at Evergreen Valley College in the Fall Semester of 1983. The intent was to field test a year long (Fall/Spring) writing/counseling/mentorship model designed to help Hispanic students achieve academically and compete successfully in the general education curriculum. The project model consisted of a two-semester course sequence: English 330 (Improvement of Writing) offered in the Fall Semester, and English 1A (English Composition) offered in the Spring Semester. Since the first Puente Project was completed in the 1983-84 school year, there have been two subsequent cycles of Puente completed at EVC, 1984-85, 1985-86. (The fourth Puente cycle started this Fall/86 Semester.)

Guideline for Selection of Puente Students

The students qualified for the Puente Project based on their comprehension and vocabulary test scores from the Stanford Diagnostic Reading Test (SDRT). For example, a student was eligible for Puente if his/her comprehension test score was 25-37 and vocabulary test score was 22-33 on the SDRT. According to the EVC/SJCC course placement criteria, the above scores represent a grade level equivalent of 7-9.9, thereby qualifying these students for English 330 (Improvement of Writing) and English 322 (Introduction to College Reading). Practically all of the Hispanic students selected for the Puente Project, during the past four years, have come from this English 330/322 pool with scores of 25-37 (comprehension) and 22-33 (vocabulary) on the Stanford Diagnostic Reading Test (See Appendix C).

Furthermore, students were recruited and programmed into Puente during the general orientation process. In the summer of 1983, 1984, and 1985, group orientation sessions were given to all incoming EVC students in accordance with their placement scores. Puente staff would attend only those orientation sessions directed at students who had scored 25-37 (comprehension) and 22-33 (vocabulary) on the SDRT. During the orientation, Puente staff would give a brief presentation on the goals of Puente, the components of the project, and criteria for eligibility. Those students who expressed an interest in joining the Puente Project were asked to remain after the orientation program for further information. As a result, the great majority of students for Puente were recruited shortly following these group orientations. Moreover, the recruitment of students for the Puente Project not only proved relatively easy, but it was soon discovered that there were more students than one section of Puente (English 330) could actually accomodate. Consequently, a considerable number of students had to be turned away for lack of space.

Purpose of the Study

While extensive data had been compiled on the success of Puente, there was a need for a more thorough systematic evaluation of the first three years of the Puente Project, 1983-86. In so doing, the evaluation study would provide Puente staff, and administration, concrete descriptive data on the success rate of Puente students, as well as data comparing Puente students with all other Hispanic students (Non-Puente) who started English 330 in the same semester.

Therefore, the intent of this study was two-fold:

1. To evaluate the success rate of Hispanic students in the Puente Project for the academic years 1983-84 (Puente I), 1984-85 (Puente II), and 1985-86 (Puente III).
2. To compare the achievement levels of Hispanic students who began in Puente/English 330 with the achievement levels of all other Hispanic students (Non-Puente) who enrolled in English 330 courses during the same semester.

Furthermore, the comparisons focused on the progress of both groups in subsequent English courses (1A, 1B) and in the regular college curriculum.

Evaluation Criteria

The criteria used to compare the achievement levels of Puente and All Other Hispanic (Non-Puente) students, for each of the three years, were as follows:

1. Total number of Puente and Non-Puente Hispanic students who enrolled and completed English 330 during the Fall semesters 1983, 1984, and 1985.
2. Total number of Puente and Non-Puente Hispanic students completing English 1A requirements.
3. Total number of Puente and Non-Puente Hispanic students completing English 1B requirements.
4. Total number of units completed by both Puente and Non-Puente Hispanic students.
5. Average number of units completed by Puente and Non-Puente Hispanic students.
6. Number and percentage of Puente and Non-Puente Hispanic students completing 40-59 units.

7. Number and percentage of Puente and Non-Puente Hispanic students completing 60 or more units.
8. Number and percentage of Puente and Non-Puente Hispanic students currently enrolled at EVC.
9. Number and percentage of Puente and Non-Puente Hispanic students receiving A.A. degrees and transferring to a four-year college.

Procedures

The gathering of data in this study focused on the individual examination of the transcripts and current class schedules of every Hispanic student enrolled in an English 330 day class during Fall 1983, Fall 1984, and Fall 1985. These students were divided for purposes of comparison into two groups: Puente students and their Hispanic counterparts. The transcripts of Puente I students (Fall 1983) were compared against those of all Hispanic students enrolled in English 330 during that same semester. This comparative procedure was followed for Puente II and Puente III. To determine the Hispanic counterparts, every English 330 class roster of Fall 1983, Fall 1984 and Fall 1985 was analyzed to identify Spanish Surnamed students.

For each student of both groups, EVC Records and Admission files were accessed to obtain complete EVC transcripts and current class schedules. From these transcripts, data was gathered to determine the number of students successfully completing English 330, English 92, English 1A, and English 1B; to determine the total number of units completed, and to determine current enrollment status.

For this study, a student is considered enrolled in an English class if his/her name appears on the first class roster. Successful completion of a class means a student received a passing grade (a grade of D or higher) except for English 330 where a Credit grade (CR) denotes passing. A student was deemed successfully completing a class irregardless of the number of attempts or the semester of completion.

RESULTS
PUENTE I

1983-1984

PUENTE I: 1983-1984

TABLE I

Comparison of Puente I students and All Other Hispanics who enrolled and completed English 330, Fall 1983.

	Puente English 330	All Other Hispanics
Number Enrolled	39	108
Number Completed	34	43
Completion Percentage	87%	40%

Puente I students completed English 330 at a rate more than twice that of other Hispanics. Puente students accounted for 44% of all Hispanics who completed English 330.

PUENTE I: 1983-1984

TABLE II

Comparison of Puente I students and All Other Hispanic students who enrolled in English 1A.

	Puente I	All Other Hispanics
Enrolled Fall 1983 English 330	39	108
Total Completing English 1A	28	10
Competion Percentage	72%	9%

Puente I students completed English 1A at a rate of eight times greater than All Other Hispanics. The one section of Puente accounted for 74% of the Hispanics who completed English 1A. Moreover, Puente students completed English 1A in one semester (Spring semester course sequence), whereas All Other Hispanics completed English 1A over several semesters.

PUENTE I: 1983-1984

TABLE III

Comparison of Puente I students and All Other Hispanic students who completed English 1B.

	Puente I	All Other Hispanics
Enrolled Fall 1983 English 330	39	108
Total Completing English 1B	9	0
Completion Percentage	23%	0%

Of the eleven English 330 sections examined, including Puente, nine Hispanics have completed English 1B. All nine students began in the Puente Project in the Fall 1983 semester.

PUENTE I: 1983-1984

TABLE IV

Comparison of units completed by Puente I students and All Other Hispanics from Fall 1983 to Spring 1986.

	Puente I	All Other Hispanics
Enrolled Fall 1983 English 330	39	108
Total Units Completed	1168.0	1670.5
Average Units Completed/ Student	29.9	15.4

Puente I students, on the average, have completed almost twice as many units as their Hispanic counterparts (Non-Puente).

PUENTE I: 1983-1984

TABLE V

Comparison of Puente I students and All Other Hispanics compelting 40-59 units from Fall 1983 to Spring 1986.

	Puente I	All Other Hispanics
Enrolled Fall 1983 English 330	39	108
Completing 40-59 Units	9	6
Percentage	23%	6%

Puente I students have completed 40-59 units, a rate almost four times that of All Other Hispanics. Puente I students account for 60% of the total.

PUENTE I: 1983-1984

TABLE VI

Comparison of Puente I students and All Other Hispanics who have completed 60 units or more from Fall 1983 to Spring 1986.

	Puente I	All Other Hispanics
Enrolled Fall 1983 English 330	39	108
Completing 60+ Units	6	3
Percentage	15%	3%

Puente I students were five times as likely to complete 60 units or more than their Hispanic counterparts (Non-Puente). Puente I students accounted for 67% of the total.

PUENTE I: 1983-1984

TABLE VII

Comparison of Puente I students and All Other Hispanics who are currently enrolled at Evergreen Valley College.

	Puente I	All Other Hispanics
Enrolled Fall 1983 English 330	39	108
Currently Enrolled	10	5
Percentage	25.3%	5%

Puente I students have a retention rate at Evergreen Valley College that is five times that of All Other Hispanics. The one section of Puente has accounted for 67% of the total.

RESULTS
PUENTE II

1984-1985

PUENTE II: 1984-1985

TABLE VIII

Comparison of Puente II students and All other Hispanics who enrolled and completed English 330, Fall 1984.

	Puente II	All Other Hispanics
Number Enrolled Fall 1984 English 330	37	91
Number Completed	33	43
Completion Percentage	89%	47%

Puente II students completed English 330 at a rate almost twice that of other Hispanics. Puente II students accounted for 43% of the total.

PUENTE II: 1984-1985

TABLE IX

Comparison of Puente II students and All other Hispanics who completed English 1A.

	Puente II	All Other Hispanics
Number Enrolled Fall 1984 English 330	37	91
Number Completed English 1A	26	10
Completion Percentage	70%	11%

Puente II: 1984-1985

TABLE X

Comparison of Puente II students and All Other Hispanics who completed English 1B.

	Puente II	All Other Hispanics
Number Enrolled Fall 1984 English 330	37	91
Number Completed English 1B	7	2
Completion Percentage	19%	.2%

The Puente Project produced 78% of the total of Hispanics who completed English 1B.

PUENTE II: 1984-1985

TABLE XI

Comparison of units completed by Puente II students and All Other Hispanics from Fall 1984 to Spring 1986.

	Puente II	All Other Hispanics
Number Enrolled Fall 1984 English 330	37	91
Total Units Completed	1049	1181
Average Units Completed Per Student	28.3%	12.9%

Puente II students, on the average, completed twice as many units as their Hispanic counterparts.

PUENTE II: 1984-1985

TABLE XII

Comparison of Puente II students and All Other Hispanics who have completed 40-59 units from Fall 1984 to Spring 1986.

	Puente II	All Other Hispanics
Number Enrolled Fall 1984 English 330	37	91
Number Completed 40-59 Units	12	4
Percentage	32%	.4%

Puente II students have completed 40-59 units at a rate eight (8) times greater than that of their Hispanic counterparts. Puente students have accounted for 75% of the total.

PUENTE II: 1984-1985

TABLE XIII

Comparison of retention results between Puente II and All Other Hispanic students who started English 330, Fall 1984.

	Puente II	All Other Hispanics
Number Enrolled Fall 1984 English 330	37	91
Enrolled Currently (Fall 1986)	23	16
Retention Percentage	62%	18%

Puente II students were retained at Evergreen Valley College at a rate more than three (3) times that of other Hispanics. The Puente class accounted for 59% of the total Hispanic retention.

RESULTS
PUENTE III

1985-1986

PUENTE III: 1985-1986

TABLE XIV

Comparison of Puente III students and All Other Hispanics who enrolled in and completed English 330, Fall 1985.

	Puente III	All Other Hispanics
Number Enrolled Fall 1985 English 330	39	74
Number Completed English 330	35	39
Completion Percentage	90%	53%

Puente III students completed English 330 at a rate almost twice that of All Other Hispanics.

PUENTE III: 1985-1986

TABLE XV

Comparison of Puente III students and All Other Hispanics who completed English 1A.

	Puente III	All Other Hispanics
Number Enrolled Fall 1985 English 330	39	74
Number Completed English 1A	27	1
Completion Percentage	69%	1.5%

PUENTE III: 1985-1986

TABLE XVI

Comparison of Puente III students and All Other Hispanics currently enrolled in English 1B.

	Puente III	All Other Hispanics
Number Enrolled Fall 1985 English 330	39	74
Currently Enrolled In English 1B Fall 1986	10	0
Enrollment Percentage	26%	0%

All 10 Hispanics students currently enrolled in English 1B this Fall 1986 semester began in the Puente Project.

PUENTE III: 1985-1986

TABLE XVII

Comparison of units completed by Puente III students and All Other Hispanics from Fall 1985 to Spring 1986.

	Puente III	All Other Hispanics
Number Enrolled Fall 1985 English 330	39	74
Total Units Completed	642.5	737
Annual Units Per Student	16.5	9.9

Puente III students, on the average, have completed 65% more units than All Other Hispanics.

PUENTE III: 1985-1986

TABLE XVIII

Comparison of retention results between Puente III and All Other Hispanic students who started English 330, Fall 1985.

	Puente III	All Other Hispanics
Number Enrolled Fall 1985 English 330	39	74
Currently Enrolled Fall 1986	28	25
Retention Percentage	72%	34%

Puente III students have been retained at Evergreen Valley College at a rate of more than twice that of All Other Hispanics.

OVERALL FINDINGS
PUENTE PROJECT

1983-1986

PUENTE PROJECT: 1983-1986

TABLE XIX

Three-year comparison of Puente students and All Other Hispanics who enrolled and completed English 330 during the Fall semester, 1983, 1984 and 1985.

	Puente I - III	All Other Hispanics
Total Number Enrolled (English 330)	115	273
Number Completed	102	165
Completion Percentage	88%	46%

Puente students completed English 330 at a rate almost twice that of other Hispanics. The three Puente sections accounted for 38% of the total who completed English 330.

PUENTE PROJECT: 1983-1986

TABLE XX

Comparison of Puente and All Other Hispanic students enrolled in English 330, Fall semesters 1983, 1984, and 1985 who completed English 1A requirements.

	Puente I - III	All Other Hispanics
Total Number Enrolled (English 330)	115	273
Number Completed English 1A	81	21
Completion Percentage	70%	8%

Puente students completed English 1A at a rate almost nine times that of other Hispanics. Puente students accounted for 80% of the total.

PUENTE PROJECT: 1983-1986

TABLE XXI

Comparison of Puente I and Puente II students and their Hispanic counterparts, enrolled in English 330, Fall semester 1983 and 1984, who completed English 1B requirements.

	Puente I - II	All Other Hispanics
Total Number Enrolled (English 330)	76	199
Number Completed English 1B	16	2
Completion Percentage	21%	1%

The Hispanic students in the Puente I and Puente II classes were 21 times as likely to complete English 1B.

PUENTE PROJECT: 1983-1986

TABLE XXII

Three-year comparison of units completed by Puente students and All Other Hispanics from Fall 1983 to Spring 1986.

	Puente I - III	All Other Hispanics
Total Number Enrolled (English 330)	115	273
Total Units Completed	2859.5	3588.5
Average Units Completed Per Student	24.9	13.4

Puente students, on the average, completed almost twice as many units as their Hispanic counterparts.

PUENTE PROJECT: 1983-1986

TABLE XXIII

Comparison of retention results between Puente students and All Other Hispanics who started in English 330, Fall 1983, Fall 1984, and Fall 1985.

	Puente I - III	All Other Hispanics
Total Number Enrolled	115	273
Currently Enrolled	61	46
Retention Percentage	53%	17%

The Puente students were three times as likely to remain enrolled at Evergreen Valley College, while Puente accounted for 30% of the total Hispanic students enrolled (Fall semester, 1983, 1984, 1985). Moreover, they accounted for 57% of total Hispanic retention.

PUENTE PROJECT: 1983-1986

TABLE XXIV

Two-year comparison of Puente I and Puente II students and All Other Hispanics who have either transferred, applied for transfer, or are eligible for transfer to a four-year college.

	Puente I - II	All Other Hispanics
Total Number Enrolled In English 330 Fall 1983, 1984	76	199
Transferred	4	0
Applied For Transfer Fall 1986	10	0
Eligible For Transfer After Spring 1987	6	6

PUENTE PROJECT: 1983-1986

TABLE XXV

Two-year comparison of Puente I and Puente II students and All Other Hispanics who have either received, applied, or are eligible for the Associate of Arts degree.

	Puente I - II	All Other Hispanics
Total Number Enrolled In English 330 Fall 1983, 1984	76	199
A.A. Received	4	0
Applied For A.A. Fall 1986	7	0
Applied For A.A. After Fall 1986	10	0
Eligible For A.A. After Spring 1987	6	6

Summary and Conclusion

The purpose of this study was two-fold: 1) To determine the success rate of Puente students for the academic years 1983-84, 1984-85, and 1985-86; 2) To compare the achievement levels of Puente students with those of other Hispanic students (Non-Puente) who began in English 330 courses during the same semester. Based on the selected criteria for determining the achievement levels of both groups, the study demonstrated a significantly higher level of achievement among Puente students as compared to their Hispanic counterparts (Non-Puente).

The three-year comparative study between 115 Puente students and 273 Hispanic counterparts revealed several significant facts.

1) Puente students were almost twice as likely to complete English 330 than other Hispanic students enrolled in English 330 (89% : 46%).
2) Puente students completed English 1A at a rate nine times higher than their counterparts (70% : 8%).
3) Puente students completed English 1B at a rate 14 times greater than their counterparts (14% : 1%).
4) Puente students were three times as likely to remain enrolled in Evergreen Valley College (53% : 17%).

Moreover, while Puente students accounted for only 30% of the total Hispanic students enrolled in English 330 during Fall 1983, Fall 1984, and Fall 1985, they accounted for 45% of the total number of Hispanics who completed English **330**, 80% of the total who completed English 1A, 89% of the total who finished English 1B, and 56% of the total number of Hispanics currently enrolled in EVC who began at the English 330 level.

Furthermore, of all the Hispanic students (Puente and Non-Puente) who began English 330 during Fall 1983 and Fall 1984, approximately four (4) students have received the A.A. degree, seven (7) students have applied for the A.A. degree this Fall 1986 semester, and ten (10) students are eligible for the A.A. degree at the end of the Spring 1987 semester. All 21 of these students were from the Puente Project.

Finally, of all the Hispanic students (Puente and Non-Puente) who began English 330 during Fall 1983 and Fall 1984, approximately four (4) students have transfered to a four-year college, and ten (10) have applied for transfer this Fall 1986 semester. All 14 of these transfer students were from the Puente Project.

The evaluative data derived from the three-year study has significance for the college and the Hispanic community. Several conclusions can be drawn from this study: First, the study largely confirms the effectiveness of the Puente model in improving the academic achievement levels of Hispanic students. Secondly, the Puente Project serves to more successfully

"mainstream" remedial - English Hispanic students into the regular general education curriculum, as evidenced by comparative data on total units completed, and completion of English 1A and 1B requirements. Thirdly, Puente students have comparatively higher retention levels than their (Non-Puente) Hispanic counterparts at EVC. Fourthly, by improving the retention of Hispanic students, the Puente Project greatly enhances the transfer potential of Hispanics to four-year institutions, as well as completion of their requirements for the A.A. degree. Lastly, the Puente Project maximizes the opportunity for Hispanics to meet the matriculation goals of the San Jose/Evergreen Community College District.

APPENDIX A

STATEWIDE PUENTE PROJECTS

PUENTE PROJECT
COMMUNITY COLLEGE STAFF

COLLEGE	STAFF	PHONE NUMBER
CERRITOS COLLEGE 11110 E. Alondra Blvd. Norwalk, CA 90650	Marcelino Saucedo, Counselor Lacreta Scott, English Instructor Nova Jean Weber, English Instructor	(212) 860-2451 ext. 503 (213) 860-2451 ext. 398 (213) 860-2451 ext. 409
CHABOT COLLEGE 25555 Hesperian Blvd. Hayward, CA 94545	Dick Albert, English Instructor Ramon Parada, Counselor	(415) 786-6808 (415) 786-6724
EAST LOS ANGELES COLLEGE 1301 Brooklyn Ave. Monterey Park, CA 91754	Edward Estrada, Counselor Rose Najar, English Instructor	(213) 265-8775 (213) 265-8862
EL CAMINO COLLEGE 16007 Crenshaw Blvd. Torrance, CA 90506	Sallie Brown, English Instructor Ray Talavera, Counselor	(213) 532-3670 (213) 532-3670
EVERGREEN VALLEY COLLEGE 3095 Yerba Buena Rd. San Jose, CA 95135	Angelo Atondo, Counselor Mauro Chavez, Social Science and Ethnic Studies Instructor Richard Regua, English Instructor	(408) 274-7900 ext 6617 (408) 274-7900 ext 6598 (408) 274-7900 ext 6598
LANEY COLLEGE 900 Fallon St. Oakland, CA 94607	Rocco Chavez, Counselor Jan Wall, English Instructor	(415) 834-5740 (415) 834-5740
OHLONE COLLEGE 43600 Mission Blvd. Fremont, CA 94539	Bruce Bennett, English Instructor Nina Genera, Counselor	(415) 659-6149 (415) 659-6123
SACRAMENTO CITY COLLEGE 3835 Freeport Blvd. Sacramento, CA 95822	Juan Lachica, Counselor Walter Sherwood, English Instructor	(916) 449-7320 (916) 449-7469
SAN BERNARDINO VALLEY COLLEGE 701 S. Mt. Vernon Ave. San Bernardino, CA 92403	Laura Gomez, Counselor Jack Mitchell, English Instructor	(714) 888-6511 (714) 888-6511
SANTA ANA COLLEGE 17th at Bristol Santa Ana, CA 92706	Gloria Bailey, English Instructor Isaac Guzman, Counselor	(714) 667-3165 (714) 667-3040

APPENDIX B

EVC MENTORS
MENTOR ROLE & FUNCTIONS

PUENTE PROJECT*

THE MENTOR

The mentor is a wise and trusted friend who guides the personal and professional development of another individual.

The mentor is understanding and motivating — enhancing the student's vision of accomplishment.

AS A KEY MEMBER OF THE STUDENT'S SUPPORT SYSTEM, THE MENTOR

- **BOOSTS SELF-ESTEEM**
  - — Believes in the student
  - — Renews the student's self-confidence
  - — Reflects confidence in the student to others

- **UNDERSTANDS THE STUDENT'S DREAM AND ENHANCES THE STUDENT'S VISION**
  - — Believes the student's dream is worthwhile
  - — Helps the student expand his horizons
  - — Encourages the student to have a "think big" perspective
  - — May help the student map out a plan of action for achieving goals

- **SUPPORTS THE STUDENT'S EDUCATIONAL AND CAREER GOALS**
  - — Exposes the student to career professionals, administrators, and faculty
  - — Broadens the student contacts on campus and in the community

- **INTRODUCES THE STUDENT TO THE EDUCATIONAL OR BUSINESS STRUCTURE, ITS POLITICS AND PLAYERS**
  - — Teaches the student the language of the academic or business community
  - — Helps the student become a part of that community
  - — Shares the philosophy and values of the community and its leaders
  - — Offers advice on developing and using a network of contacts within the community

- **PROVIDES ADVICE, COUNSEL AND SUPPORT**
  - — Supports the student's efforts
  - — Alerts the student to blind alleys and obstacles
  - — Provides pertinent job-related information

- **COMMUNICATES**
  - — Encourages the student to achieve the goals he has established
  - — Provides perspective on how others see the student
  - — Gives the student opportunities to assume additional responsibilities
  - — Provides insight into writing as an essential element in the mentor's work

- **ACTS AS A ROLE MODEL**
  - — Exemplifies professional ethics and behavior
  - — Stresses the value of confidentiality
  - — Displays ethnic and cultural pride
  - — Expresses a positive attitude toward work and the community

* These descriptions of mentor role and functions were developed by the Puente Project at Cerritos College.

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APPENDIX C
COURSE PLACEMENT CRITERIA

San Jose/Evergreen Community College District
English and Individualized Instruction (EVC)/Learning Assistance (SJCC)
Course Placement

Stanford Diagnostic Reading Tst*								Davis
Test 1 Comprehnsn (literal & inferntial)	Test 2 plus Test 3-Vocab (wrd meaning & wrd parts)	Aprox Grade Equiv	EVC & SJCC Engl Placmt Rdng-Writng		EVC Individ Inst Placmt Rdng-Writng		SJCC Learng A. Placemnt Rdng-Writng		Reading Test Speed Score
57-60	57-60	13+		1A(H)					70-80
51-56**	49-56**	13+		1A					58-69
38-50	34-48	10-13	102	92					44-57
25-37	22-33	7- 9.9	322	330	340		340		10-43
0-24	0-21	1- 6.9	321		394		394		0- 9

* minimum scores must be achieved in both comprehension and vocabulary sections of the Stanford Diagnostic Reading Test to qualify for course placement, i.e., a comprehension score of 38 and a vocabulary score of 58 would qualify the student for English 102 and 92.

** counselors -- please advise the people who score in this range, and who do not have a strong writing background, to consider the 102-92 combination.

Writing Courses	Course Number	Course Title
English Area, EVC and SJCC	1A(H)	English Composition, Honors
	1A	English Composition
	92	Fundamentals of Composition
	330	Improvement of Writing
Individualized Instruction Area, EVC	394	Basic Writing Skills
Learning Assistance Area, SJCC	394	Individualized Instruction: Content Areas
Reading Courses		
English Area, EVC and SJCC	102	College Reading
	322	Introduction to College Reading
	321	Fundamentals of Reading
Reading and Writing Courses		
Individualized Instruction Area, EVC	340	Communication Skills
Learning Assistance Area, SJCC	340	Communication Skills

APPENDIX D

STATE PUENTE PROJECT ADVISORY BOARD

PUENTE PROJECT ADVISORY BOARD

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APPENDIX E

NEWS ARTICLE
EVC PUENTE PROJECT

San Jose Mercury News ■ Wednesday, February 5, 1986 3 East

Evergreen project sharpens skills

Program matches Hispanic students with mentors in the community

By Stan Moreillon
Mercury News Staff Writer

Most students in Evergreen Valley College's Puente Project enter with English skills significantly below college level.

By the time they complete the special writing course, their skills are at the college level, says Angelo Atondo, an Evergreen counselor and one of three educators who run the course for students of Hispanic background at Evergreen.

Atondo works with Mauro Chavez, Social Science and Ethnic Studies instructor, and Richard Regua, English instructor.

Puente Project is a two-semester writing, counseling and mentoring course designed for students with poor grades, low placement scores in English and hazy career goals.

Evergreen is one of 10 community colleges in California that offer the course. It was started in 1982 at Chabot College in Hayward and now is established in five Northern and five Southern California community colleges.

Co-sponsors of the program are the University of California's Office of the President and the Community Colleges Chancellor's Office.

Puente Project integrates the skills of an English teacher, a Mexican-American counselor and local professional people with Hispanic roots as mentors into a team. The team helps students sharpen their writing skills, improve their grades and begin to focus on career plans.

"We pair each student with a mentor we have selected to match the student's personal and career interests," Chavez said. "The student writes a formal letter to his mentor asking for an interview. He follows up with a telephone call and sets up an appointment.

"He interviews his mentor on the job. The student can focus on the mentor's personal background, his business or the challenges of being Hispanic. He writes an article based on what he has learned, then writes a thank-you letter to the mentor.

"In return, the mentor shows samples of his own on-the-job writing to the student, emphasizing that he must master writing English to be successful in any field."

"The articles run from 1,000 to 1,500 words," Regua said. "Some are reflective, some compare their mentors to themselves or to people they know."

Each student is required to write at least one interview article a semester, plus a term paper. "These are in addition to their regular assignments in English 1A, freshman composition," Regua said.

Puente Project is in its third year at Evergreen. Student retention rate for the course is 80 percent, according to Atondo.

"The significance of this is that the dropout rate is only 20 percent, compared to a 40-to-60-percent dropout rate for community college courses in general," he said.

"We recruit students during the summer," Atondo said. "We thought recruitment would be the hardest part of the project. It turned out to be the easiest. They like the idea after we explain it; they jump at the chance to improve themselves."

About 40 students enroll in the course a semester. Atondo noted that 26 members of the 1984-85 class went on to enroll in general courses and are pursuing majors.

Mentors for the 1985-86 course include Frank Romero, manager of Bank of America's Capitol-Berryessa Branch, San Jose; Rose Amador, executive director, Center for Training and Careers, San Jose; Gus Lerma, senior research engineer, Lockheed Missiles & Space Co., Sunnyvale.

Also, Fernando Zazueta, attorney with the Boccardo Law Firm, San Jose; Chief Ike Hernandez, Bureau of Field Operations, San Jose Police Department; Dr. George Castro, manager, Physical Sciences Department, IBM, San Jose.

Esperanza Walters, R.N., director, South Bay Area Health Education Center, San Jose; Al Ramirez, associate director, Catholic Social Service of Santa Clara County, San Jose; and Dr. Armando Valdez, associate director, Stanford Center for Chicano Research, Stanford University.

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